THE 'VARSITY QUESTION.

(CONTINUED FROM LAST WEEK.) Let us now look at another side of the question. Mr. Lochhead was so fond of quoting statistics, I will do likefond of quoting statistics, I will do likewise. The number and certificates of teachers in our Collegiate Institutes and High Schools is a good criterion by which to judge the relative standing of our university. I will refer my readers to pages 318-328 of the report of the Minister of Education for the year 1888, especially the recapitulation page 328. This shows the number of teachers with their names, in all the Collegiate Institutes and High Schools in the province of Ontario, and the colleges from which they graduated. Toronto Eniversity can claim the honor of having granted degrees to more than half of the whole number of Collegiate Institute masters and to more High School teachers than all the other colleges put together. Note the following table:—

Universities.	Teachers in Collegiate Institut's	Teach'rs in High Schools.	Grand, Total.
Toronto,	84	95	179
Victoria, Queen's,	16 11	30	46 30
Trinity,	1	10	11
Albert,	ō	1	1
McGill,	ĭ	o.	î
Ottawa,	0	1	1
Glasgow, N. S.,	1	0	1
British,	0	4	4
Assistants'certificat	tes 16	29	45
Provincial "	29	74	103
Permits,	0	5	5
mili	450	000	105

Total 159 268 427, Let us turn to the principal Collegiate Institutes and High Schools of the province and ask ourselves the question: On the curricula of which college do the majority base their teaching? Any person conversant with the facts of the case will at once answer—Toronto. I know for my part I attended the St. Marys Collegiate Institute, when it ranked among the first of the province, and until shortly before I left I knew Company of the control model of the control of the

about the Arts department in late years.

I also may refer to Edward Harvey and W. Elliot, for facts concerning the and W. Elliot, for facts concerning the statements are incorrect. When taken the concerning the statement are incorrect. When the concerning the statement are incorrect. When the concerning the statement are incorrect. When the concerning the statement are incorrect. All the concerning the statement are incorrect. When the concerning the statement are incorrect. All the concerning the statement are incorrect. All the concerning the statement are incorrect. All the concerning the statement are incorrect. The statement is a statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we make a short resume of this statement to we should be a statement to be should be a statement to be should be a statement to the should be a st 427.

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